NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION		SCHOOL INFORMATION	
District:	WILLINGBORO PUBLIC SCHOOL	School:	J. C. Stuart Elementary
Chief School Administrator:	DR. RONALD TAYLOR	Address:	Sunset Rd
Chief School Administrator's E-mail:	rtaylor@wboe.net	Grade Levels:	K-5
Title I Contact:	Teresa Lucas	Principal:	Nadine Tribbett
Title I Contact E-mail:	talucas@wboe.net	Principal's E-mail:	ntribbett@wboe.net
Title I Contact Phone Number:	609-835-8600	Principal's Phone Number: 609-835-3881	

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☒   I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

 Nadine Tribbett_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held 9 stakeholder engagement meetings.

- State/local funds to support the school were $ 3,573,547, which comprised 90% of the school's budget in 2014-2015.

- State/local funds to support the school will be $3,577,695, which will comprise 90% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Extended school day	1, 2, 3	Y	Y	$ 3,900
ELA PD	1, 2, 4	Y	Y	$ 26,700
RTI	1, 2, 3, 4	Y	Y	$ 14,600

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

*Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Nadine Tribbett	Administration	Y	Y	Y	
Ruhi Ahmed	Administration	Y	Y	Y	
Sabrina Sanders	Teachers	Y	Y	Y	
Migdalia Roddy	Parents	Y	N	N	
Harvey Smith	Counselors	Y	Y	Y	
Valerie Clay	Teachers	Y	Y	Y	
Tamika Lamb	Teachers	Y	Y	N	
Jen Brownlee	Teachers	Y	Y	N	
Lisa Siddall	Teachers	Y	Y	N	
Maryanne O'Rouke	Teachers	Y	Y	N	

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
10/15/14	School Library	Program Review	Y		Y	
11/13/14	School Library	Program Review	Y		Y	
12/11/14	School Library	Program Review	Y		Y	
3/12/15	School Library	Program Review	Y		Y	
4/28/15	School Library	Program Review	Y		Y	
5/11/15	School Library	Comprehensive Needs Assessment	Y		Y	
5/18/15	School Library	Schoolwide Plan Development	Y		Y	
5/26/15	School Library	Schoolwide Plan Development	Y		Y	
5/4/15	School Library	Program Evaluation	Y		Y	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:
- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	The team at J.C. Stuart Elementary School knows that all students can thrive in a positive learning environment. Our expectation is that all students in grades pre-kindergarten through fifth grade will show significant growth both academically and socially throughout each school year. As professionals, we accept the responsibility to prepare our students to master the skills and concepts associated with the New Jersey Core Curriculum Content Standards and the Common Core Content Standards. We will work collaboratively with knowledgeable educators around the district, county, and state to bring new strategies and innovative ideas into our classrooms. Our mission for J.C. Stuart Elementary School begins with a commitment from parents, students, and staff to work as a team and foster a positive and challenging environment.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?
   Yes.

2. What were the strengths of the implementation process?
   Relevance of the data to the teachers for impacting instruction and interventions.
   The software options provided for technology integration.
   The training provided to staff on all three elements.
   The in-class coaching provided to teachers who requested it.

3. What implementation challenges and barriers did the school encounter?
   Often, district technology did not work as needed.
   The district testing schedule reduced opportunities to engage students in technology and reduced the consistency of instructional practice by teachers.
   Due to contract issues, it was difficult to find teachers wishing to conduct after school tutoring.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
   The initial training for technology ILS was very effective. Follow-up in classrooms, at times, was challenging due to time constraints and properly functioning technology.
   Data analysis training was conducted using real student data for each teacher that enabled teachers to analyze their own real data and make plans of action for addressing issues illuminated in it.
   Training for small group was conducted with in-class support co-teaching to enable teachers to receive useful support as they began to change their practice.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
   Teachers were, initially involved in the selection of the programs for improvement through last year's needs assessment process.

Teachers received two training sessions before they were expected to implement the technology systems.

Teachers were invited to use new practices rather than mandated. This created an atmosphere of willingness to accept new instructional practices and see the results rather than having them required to do them.

Teachers were shown their own data and the corresponding trends to analyze and increase the feeling of needing to improve.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

Most staff came to a concern and a perception of a need for change from the data analysis activities.

Teachers grew from considering a "gotcha" activity to one of a growth model for students.

Teachers came to use the data to consider new practice that included technology resources and new practices in interventions and small group instruction.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

Parents attended training on the ILS and the Common Core and were pleased to be provided information in parent friendly language and that these programs were occurring in the school. This information was garnered through anecdotal evidence and comments.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

Whole group, but much more often in small groups.

After school tutoring was provided through small groups identified by the ILS, Unit Assessment, and classroom grades.

9. How did the school structure the interventions?

Through implementation in many classrooms of a small group, stations approach that enabled intervention activities at times during each entire classroom period for various groups.

Through use, in small groups, of the ILS in classroom practice.

Through small groups in after school tutoring sessions of 60 minutes.

10. How frequently did students receive instructional interventions?

Daily in many classrooms for approximately 20 minutes each class period.

Three times each week in after school tutoring from November to May

11. What technologies did the school use to support the program?
    Classroom computers, iPads, and a new laptop cart.

12. Did the technology contribute to the success of the program and, if so, how?
    Yes, it was instrumental to the implementation of many element of the reform strategies.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	12	NA	After school tutoring READ 180 Study Island	Poor student attendance for tutoring Poor district implementation of READ 180 Inconsistent use of Study Island
Grade 5	35	NA	After school tutoring READ 180 Study Island	Poor student attendance for tutoring Poor district implementation of READ 180 Inconsistent use of Study Island
Grade 6	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA
Grade 8	NA	NA	NA	NA
Grade 11	NA	NA	NA	NA
Grade 12	NA	NA	NA	NA

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	11	NA	After school tutoring Study Island	Poor student attendance for tutoring Inconsistent use of Study Island
Grade 5	7	NA	After school tutoring Study Island	Poor student attendance for tutoring Inconsistent use of Study Island
Grade 6	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA
Grade 8	NA	NA	NA	NA

Grade 11	NA	NA	NA	NA
Grade 12	NA	NA	NA	NA

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	NA	NA	Classroom services	Consistent unit assessments were implemented only this past year. Prior to that, there was no consistent tool, other than classroom grades, to identify RTI candidates
Kindergarten	NA	NA	Classroom services	Consistent unit assessments were implemented only this past year. Prior to that, there was no consistent tool, other than classroom grades, to identify RTI candidates
Grade 1	NA	NA	Classroom services	Consistent unit assessments were implemented only this past year. Prior to that, there was no consistent tool, other than classroom grades, to identify RTI candidates
Grade 2	NA	NA	Classroom services	Consistent unit assessments were implemented only this past year. Prior to that, there was no consistent tool, other than classroom grades, to identify RTI candidates
Grade 9	NA	NA	NA	NA
Grade 10	NA	NA	NA	NA

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten	NA	NA	Classroom services	Consistent unit assessments were implemented only this past year. Prior to that, there was no consistent tool, other than classroom grades, to identify RTI candidates
Kindergarten	NA	NA	Classroom services	Consistent unit assessments were implemented only this past year. Prior to that, there was no consistent tool, other than classroom grades, to identify RTI candidates
Grade 1	NA	NA	Classroom services	Consistent unit assessments were implemented only this past year. Prior to that, there was no consistent tool, other than classroom grades, to identify RTI candidates
Grade 2	NA	NA	Classroom services	Consistent unit assessments were implemented only this past year. Prior to that, there was no consistent tool, other than classroom grades, to identify RTI candidates
Grade 9	NA	NA	NA	NA
Grade 10	NA	NA	NA	NA

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Same in information included below			
Math	Students with Disabilities	Same in information included below			
ELA	Homeless	Same in information included below			
Math	Homeless	Same in information included below			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	NA			
Math	ELLs	NA			
ELA	Economically Disadvantaged	Same in information included below			
Math	Economically Disadvantaged	Same in information included below			
ELA	All Students	Development of Response to Intervention Model	N	Unit Assessments	Re-assessment with unit assessments was not feasible due to inconsistent implementation of the assessments. The ILS was used over a limited time. Pro-rated, 82% of all students demonstrated grade level growth from November to May.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Data Driven Instruction	Y	Walkthroughs Lesson Plans	57% of walkthroughs found small group instruction 91% of lesson plans planned for small group instruction
		Use of technology to assess and instruct	N	1. 80% of ELA unit assessments with be accomplished using the Think Central system 2. 60% of lesson plans will indicate utilization of instructional learning technology. 3. 40% of walk-throughs will identify instructional technology in use. 4. Student growth will average 20% increase in ELA as measured by the technology system.	1. It was discovered the Think Central System did not provide the level of item analysis needs for effective use of the data. Another system of data storage was used to measure unit assessment outcomes. 2. 87% of plans included use of instructional technology 3. 84% of walkthroughs found technology used in the classroom 4. 70% of students met grade level growth expectations as measured by the ILS

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	All Students	Use of technology to assess and instruct	N	1. 60% of lesson plans will indicate utilization of instructional learning technology. 2. 40% of walk-throughs will identify instructional technology in use. 3. Student growth will average 20% increase in ELA as measured by the technology system.	1. 87% of plans included use of instructional technology 2. 84% of walkthroughs found technology used in the classroom 3. 67% of students met grade level growth expectations as measured by the ILS

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Same in information included below			
Math	Students with Disabilities	Same in information included below			
ELA	Homeless	Same in information included below			

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Homeless	Same in information included below			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	NA			
Math	ELLs	NA			
ELA	Economically Disadvantaged	Same in information included below			
Math	Economically Disadvantaged	Same in information included below			
ELA	All Students	After school tutoring	N	Students will score 75% on the post-assessment on the specific skills of instruction	Due to inconsistent attendance, average post-test score was 29%
Math	All Students	After school tutoring	N	Students will score 75% on the post-assessment on the specific skills of instruction	Due to inconsistent attendance, average post-test score was 55%

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Same in information included below			
Math	Students with Disabilities	Same in information included below			
ELA	Homeless	Same in information included below			
Math	Homeless	Same in information included below			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	NA			
Math	ELLs	NA			
ELA	Economically Disadvantaged	Same in information included below			
Math	Economically Disadvantaged	Same in information included below			
ELA	All Students	Response to Intervention	Y	1. School will have three tiers of students identified after each unit assessment. 2. Teacher instruction will be targeted and differentiated as	1. Three tiers of students were identified 2. 57% of walkthroughs found small group instruction. 91% of lesson plans planned for small group instruction

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				observed in 60% of all walkthroughs and documented in 80% of all lesson plans.	
		Data Driven Instruction	Y	1. Differentiated, small group instruction will be seen in 60% of all walk-throughs and in 80% of all lesson plans.	57% of walkthroughs found small group instruction 91% of lesson plans planned for small group instruction
		Infusion of Technology	Y	1. 80% of ELA unit assessments with be accomplished using the Think Central system 2. 60% of lesson plans will indicate utilization of instructional learning technology.	1. It was discovered the Think Central System did not provide the level of item analysis needs for effective use of the data. Another system of data storage was used to measure unit assessment outcomes. 2. 87% of plans included use of instructional technology
Math	All Students	Infusion of Technology	Y	1. 60% of lesson plans will indicate utilization of instructional learning technology.	1. 87% of plans included use of instructional technology

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Same in information included below			
Math	Students with Disabilities	Same in information included below			
ELA	Homeless	Same in information included below			
Math	Homeless	Same in information included below			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	NA			
Math	ELLs	NA			
ELA	Economically Disadvantaged	Same in information included below			
Math	Economically Disadvantaged	Same in information included below			
ELA	All Students	PTA School Community Events	Y	Signature sign in Sheet	16% of members attended PTA meetings 83% of parents attended school community events
Math	All Students	PTA School Community Events	Y	Signature sign in Sheet	16% of members attended PTA meetings 83% of parents attended school community events

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1)."

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	i-Ready Unit Assessments	i-Ready aggregate progress target achievement rates: Grade K: 45%, Grade 1: 54%, Grade 2: 46%, Grade 3: 70%, Grade 4: 72%, Grade 5: 85% Unit assessment aggregate scores: Grade 2: 68%, Grade 3: 58%, Grade 4: 68%, Grade 5: 63%
Academic Achievement - Writing	Journeys Writing Samples Unit Assessments	Unit assessment aggregate scores: Grade 2: 68%, Grade 3: 58%, Grade 4: 68%, Grade 5: 63%
Academic Achievement - Mathematics	i-Ready Unit Assessments	i-Ready On Grade Level rates: Grade K: 26%, Grade 1: 36%, Grade 2: 42%, Grade 3: 33%, Grade 4: 72%, Grade 5: 53% Unit assessment aggregate scores: Grade 1: 77%, Grade 2: 83%, Grade 3: 78%, Grade 4: 68%, Grade 5: 62%
Family and Community Engagement	Parent attendance rates at events	On average 89% of students are represented by their parents at parent-teacher conferences. On average, 83% of students are represented by parents at Open House, Backpack Event, concerts, and other special events.
Professional Development	Level of implementation of professional development strategies	72% of walkthroughs of teachers involved in professional development found small group instruction 97% of lesson plans of teachers involved in professional development planned for small group instruction
Leadership	Level of implementation of professional development strategies	72% of walkthroughs of teachers involved in professional development found small group instruction 97% of lesson plans of teachers involved in professional development

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		planned for small group instruction
School Climate and Culture	Behavior and attendance records	Student attendance rate: 96.3% Overall infraction counts have decreased this school year.
School-Based Youth Services	NA	
Students with Disabilities	i-Ready Unit Assessments	The gap between SWD and general education students has narrowed, overall, during the past school year.
Homeless Students	i-Ready Unit Assessments	The population of homeless students is too small to obtain a useful sample size
Migrant Students	NA	
English Language Learners	NA	
Economically Disadvantaged	i-Ready Unit Assessments	EconDisadv students are performing on par with general education students in these two measures.

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?
    A survey of all staff, a review of student achievement data, and discussion by the Schoolwide Committee regarding both.

2. What process did the school use to collect and compile data for student subgroups?
    Subgroups were identified in specific data elements and the committee saw their data was commensurate with general student results.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?
    The school uses state and nationally standardized assessment instruments.

4. What did the data analysis reveal regarding classroom instruction?
    There is still much work to do to ensure all students learn at their individual level and are instructed with best practices in all classrooms of the school.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?
    Those teachers who participated in the professional development provided through Title I funds improved their skills and frequency of providing small group, differentiated instruction and their ability to make decisions based on data.

6. How does the school identify educationally at-risk students in a timely manner?
    The school instituted an RTI model for the first time this past year.

7. How does the school provide effective interventions to educationally at-risk students?
    This past year, the school provided an after school tutoring program that was largely ineffective because of the number of students who chose to attend and the frequency with which instruction was provided. Alternative methods are being researched for next year.

8. How does the school address the needs of migrant students?
    NA

9. How does the school address the needs of homeless students?

Individual attention when a homeless student is identified.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?
Teachers are involved after each unit assessment with a data review meeting to analyze the data and make decisions regarding remedial and proactive learning activities to address the achievement deficiencies identified in the unit assessment data.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?
5th grade students have an orientation day at the middle school in June of each year. The pre-school program is housed in the K-5 schools and is a regular part of articulation and transitioning throughout the school year.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?
The choices were made by the Schoolwide Committee after looking at the student achievement, Teacher effectiveness, and school climate data collected through the year.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Student Achievement in Reading	Student Achievement in Writing
Describe the priority problem using at least two data sources	Student achievement data in i-Ready and unit assessments, as illustrated above, indicate a deficiency in reading skills.	Student achievement data in unit assessments as illustrated above, and the lack of a cohesive writing program articulated throughout the district indicate a deficiency in writing skills.
Describe the root causes of the problem	Students come to school underprepared for learning. Addressing that readiness is an ongoing challenge. There are not, currently in place, consistent instructional practices all teachers are to employ to ensure student achievement is consistent in all classrooms. RTI is in its first year now.	Students come to school underprepared for learning. Addressing that readiness is an ongoing challenge. There are not, currently in place, consistent instructional practices all teachers are to employ to ensure student achievement is consistent in all classrooms. There is no coherent writing curriculum now.
Subgroups or populations addressed	All students	All students
Related content area missed (i.e., ELA, Mathematics)	English Language Arts	English Language Arts
Name of scientifically research based intervention to address priority problems	Guided Reading Curriculum Revision Response to Intervention Lesson planning Teacher evaluation and conferencing Data analysis to implement RTI	Writers' Workshop Curriculum Development Response to Intervention Lesson planning Teacher evaluation and conferencing Data analysis to implement RTI
How does the intervention align with the Common Core State Standards?	Instruction will align with the state's Model Curriculum and PARCC Frameworks.	Instruction will align with the state's Model Curriculum and PARCC Frameworks.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Student Achievement in Mathematics	Using data to make decisions on grouping and differentiation.
Describe the priority problem using at least two data sources	Student achievement data in i-Ready and unit assessments, as illustrated above, indicate a deficiency in math skills.	To remediate deficiencies while still enabling advancement of learning, instruction must be provided in a differentiated way, most often implemented through small groups formed by the use of data. This is not yet a practice widespread enough in all classrooms in the school.
Describe the root causes of the problem	Students come to school underprepared for learning. Addressing that readiness is an ongoing challenge. There are not, currently in place, consistent instructional practices all teachers are to employ to ensure student achievement is consistent in all classrooms. RTI is in its first year now.	Teachers, being human, focus on areas of their own strengths. They are often reluctant to implement strategies with which they are initially unfamiliar or unskilled in practicing. While some teachers have accepted our transition to best practices, there are others we wish to impact in our second year of the journey.
Subgroups or populations addressed	All students	All students
Related content area missed (i.e., ELA, Mathematics)	Mathematics	All subjects
Name of scientifically research based intervention to address priority problems	Response to Intervention Instructional Learning System Lesson planning Teacher evaluation and conferencing Data analysis to implement RTI	Data analysis Small Group instruction Differentiation
How does the intervention align with the Common Core State Standards?	Instruction will align with the state's Model Curriculum and PARCC Frameworks.	These will be methods with which the common core standards aligned instruction will be delivered.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
				ESEA §1114(b)(I)(B) strengthen the core academic program in the school;	
ELA	Students with Disabilities	Same as listed in the All Students section			
Math	Students with Disabilities	Same as listed in the All Students section			
ELA	Homeless	Same as listed in the All Students section			
Math	Homeless	Same as listed in the All Students section			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	NA			
Math	ELLs	NA			
ELA	Economically Disadvantaged	Same as listed in the All Students section			
Math	Economically Disadvantaged	Same as listed in the All Students section			
ELA	All students	*Guided Reading	ELA Professional Development Specialist	Schoolwide reading gains will average 75% of a full year's reading growth when comparing the September and April reading assessment for students who attend school 90% or more of the instructional days.	Using Guided Reading to Develop Student Reading

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) <u>strengthen the core academic program in the school</u>;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	All students	*Writer's Workshop	ELA Professional Development Specialist	Schoolwide writing gains will average a 0.4 gain when comparing the September and April unit assessment 4 point writing rubric for students who attend school 90% or more of the instructional days.	Writer's Workshop - Teaching That Makes Sense
ELA & Math	All students	Data Reflective Lesson Planning	Principal	All non-assessment ELA lesson plans in the two weeks following an ELA unit assessment will reflect small group, flexible grouping strategies to differentiate instruction to remediate skills deficiencies.	When Lesson Plans Fail - Tips To Change Lesson Plans
ELA & Math	All students	Digital Instructional Learning System	Principal	Growth target percentage attainment will average, a1cross the school, 85% for students who attend school 90% or more of the instructional days.	Interactive Online Learning on Campus: Testing MOOCs and Other Platforms in Hybrid Formats in the U

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Same as listed in the All Students section			
Math	Students with Disabilities	Same as listed in the All Students section			
ELA	Homeless	Same as listed in the All Students section			
Math	Homeless	Same as listed in the All Students section			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	NA			
Math	ELLs	NA			
ELA	Economically Disadvantaged	Same as listed in the All Students section			
Math	Economically Disadvantaged	Same as listed in the All Students section			
ELA & Math	All students	*RTI - Intervention/ Enrichment period	Principal	On average, students who attend school for 90% or more of the instructional days during their intervention sessions will demonstrate added growth above their classmates when comparing the prior and next unit assessments	What new research on extended school day says

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA & Math	All students	After school tutoring	Principal	On average, students who attend 80% or more of their after school tutoring sessions will demonstrate 30% decrease in errors when comparing the pre- and post-tests on their deficient skills	What new research on extended school day says

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Same as listed in the All Students section			
Math	Students with Disabilities	Same as listed in the All Students section			
ELA	Homeless	Same as listed in the All Students section			
Math	Homeless	Same as listed in the All Students section			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	NA			
Math	ELLs	NA			
ELA	Economically Disadvantaged	Same as listed in the All Students section			
Math	Economically Disadvantaged	Same as listed in the All Students section			
ELA	Teachers & Administrators	*Guided Reading Summer Training	ELA Professional Development Specialist	On average all teachers in ELA classes are using Guided Reading strategies during some portion of 60% of classes in September and October	Using Guided Reading to Develop Student Reading

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Teachers & Administrators	*Guided Reading, Writer's Workshop ongoing embedded support	ELA Professional Development Specialist	On average, all teachers in ELA classes are using Guided Reading and Writer's Workshop strategies during some portion of 80% of ELA classes in January through April.	Using Guided Reading to Develop Student Reading … Writer's Workshop - Teaching That Makes Sense
ELA	Teachers & Administrators	*Ongoing training for reading assessment, Grades 1-5	ELA Professional Development Specialist	100% of ELA teachers will conduct reading level assessments of all of their students by October 15 and again my April 30.	Reading Assessment Checklist – Behaviors to Notice
ELA	Teachers & Administrators	*Writer's Workshop Summer Training	ELA Professional Development Specialist	On average, all teachers in ELA classes are using Guided Reading strategies during some portion of 60% of classes in September and October.	Writer's Workshop - Teaching That Makes Sense
ELA	Teachers & Administrators	*Ongoing training for reading assessment	ELA Professional Development Specialist	100% of ELA teachers will conduct reading level assessments of all of their students by October 15 and again my April 30.	Early Reading Assessment: A Guiding Tool for Instruction
ELA & Math	Teachers & Administrators	Data analysis ongoing embedded support	Principal	90% of teachers are grouping students based on ELA unit assessment data in ELA classes for the two weeks following each assessment.	Guide To Using Data in School Improvement Efforts
ELA & Math	Administrators	*Lesson plan analysis conferencing, and responsive action ongoing training and embedded support	Principal	4 lesson plan analysis sessions occur (one after each unit assessment) The number of teachers writing and implementing effective small groups based on data increases when comparing April to October analysis.	When Lesson Plans Fail - Tips To Change Lesson Plans

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA & Math	Administrators	Evaluation recognition and responsive action ongoing training and embedded support	Principal	16 sessions of collaborative walkthroughs occur between September and May. Suggestions provided to teachers resulting from evaluations are implemented effectively 70% of the time.	Walkthroughs, Rubrics, and Teacher Evaluation
ELA & Math	Teachers	Differentiated instruction embedded ongoing support	Principal	60% of walkthroughs and evaluations will exhibit instruction at different levels within a classroom.	Differentiated instruction, curriculum, assessment
ELA & Math	Teachers	Ongoing training for digital instructional learning system implementation and results analysis	Subject area Professional Development Specialist	Teachers in ELA and math classes will use an instructional learning system for a portion of 80% of their classes as recorded in walkthroughs and evaluations	Interactive Online Learning on Campus: Testing MOOCs and Other Platforms in Hybrid Formats in the U
ELA & Math	Teachers	Small group, flexible grouping embedded ongoing support	Principal	60% of walkthroughs and evaluations will exhibit small group instruction	Differentiation Through Flexible Grouping - Learning Point ...

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?
   The School Leadership Committee will evaluate the program, meeting at least once every two months.

2. What barriers or challenges does the school anticipate during the implementation process?
   Teacher acceptance of new paradigms.
   Time for professional development.
   Implementation rates of teachers using new strategies and models.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
   The value of each initiative will be shared with staff while pace and strategies for implementation will be developed together with staff. Progress will be continuously monitored and slowing the pace, speeding the pace, or re-teaching key elements for each initiative will be undertaken as needed.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
   Anecdotal evidence will be collected between survey opportunities.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?
   An on-line survey will be developed to measure the understanding of, perceptions of, and impact on the community.

6. How will the school structure interventions?
   Some, as indicated, will be provided after school in the time frames listed in the Reform Strategies tables. Others will be implemented during classroom instruction while still others will be provided during the RTI-Intervention sessions. PD will be provided during district PD days, during grade level meetings, and during faculty meetings.

7. How frequently will students receive instructional interventions?
   Students will receive some interventions in the time frames listed in the Reform Strategies table. Others will be implemented every school day.

8. What resources/technologies will the school use to support the schoolwide program?
   Textbooks, the Model Curriculum, the Common Core Standards, classroom computers, Smart Boards, Chromebook, Laptops, and iPads will all be used to support the program.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
   The quantitative data to be used to measure the effectiveness of the interventions are identified in the Reform Strategies table for each intervention.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?
    The program evaluation will be disseminated to staff during Faculty Meetings. It will be disseminated to parents during Parent Involvement events and on the school website.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA/Math	Students with Disabilities	*District-wide coordinated parent meeting, paired with a student activity, on services for students with disabilities	District Family Liaison	Attendees will respond correctly, in a post-program survey, to80% of the questions based on the content of the program.	Communication to stakeholders is always valuable.
ELA	Homeless	Same as for other populations			
Math	Homeless	Same as for other populations			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA/Math	ELLs	*District-wide coordinated, paired with a student activity, on ELL services	District Family Liaison	Attendees will respond correctly, in a post-program survey, to80% of the questions based on the content of the program.	Communication to stakeholders is always valuable.
ELA	Economically Disadvantaged	Same as for other populations			
Math	Economically Disadvantaged	Same as for other populations			
ELA/Math	All Students	*Parent Survey on Academics	District Family Liaison	Responses are used to inform further action during the	

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				school.year.	
All	All students	All events will be communicated at least three weeks in advance to all parents and to the community through: • Website posting • Email alerts • Telephone "robo" calls • Building paper posting • Press Releases in newspapers and cable • Flyers home to parents • Community marquee posting	District Family Liaison	Each event is communicated through each of the methods listed.	Communication to stakeholders is always valuable.
ELA/Math	All Students	*Community Service Projects	Principal	Each grade level will participate in a community service activity of some type.	Establishing a community service culture leads to improved citizenship by all students.
ELA/Math	All Students	*5 Parent Academy Sessions: • *District-wide coordinated, paired with a student activity, on relevant topics: • Medical concerns, • Instructional support, • District program overviews	District Family Liaison	Attendees will respond correctly, in a post-program survey, to 80% of the questions based on the content of the program.	Providing information specific to student populations to their parents is always an effective way to inform them.
ELA/Math	All Students	*District coordinated community Activities in the school: • Read Across America • Career Day • International Day • Bookmates Program • District/County Science Fair	District Family Liaison	30 parents participate in each event.	Providing information specific to student populations to their parents is always an effective way to inform them.
ELA/Math	All Students	Back to School Nights	Principal	75% of students are represented by parents in attendance	Open Houses for parents is a standard and well known practice

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA/Math	All Students	Parent Conferences	Principal	85% of students are represented by participating parents.	Communication to parents on the academic progress of their children is a standard requirement of all schools.
All	All Parents	Title I Parent Meeting	District Family Liaison	Attendees will respond correctly, in a post-program survey, to80% of the questions based on the content of the program.	Mandated
All	All Parents	*Spring Information Fair	District Family Liaison	Attendance sign-in sheets.	Providing information specific to all parents and community members is always an effective way to inform them.
All	All Parents	*Delivering subscription and web-based information and products, related to student academic achievement in school, to parents and community members	District Family Liaison	Positive feedback in end of year parent surveys at each school	Providing information specific to all parents and community members is always an effective way to inform them.

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?
   The events will inform parents on the importance of each priority initiative and offer methods in which they can help their child increase their academic achievement.

2. How will the school engage parents in the development of the written parent involvement policy?
   The district and schools have a parent advisory committee and parents as members of the School Leadership Committee. These are contributors to all policy review and change.

3. How will the school distribute its written parent involvement policy?
   The policy is distributed during the annual Back to School Night and delivered to the home of parents who do not attend the Back to School Night. The policies are also posted on the school's and district's website.

4. How will the school engage parents in the development of the school-parent compact?
   The district and schools have a parent advisory committee and parents as members of the School Leadership Committee. These are contributors to all policy review and change.

5. How will the school ensure that parents receive and review the school-parent compact?
   The compact is distributed during the annual Back to School Night and reviewed by the school staff. It is delivered to the home of parents who do not attend the Back to School Night. The compact is also provided on the school's website.

6. How will the school report its student achievement data to families and the community?
   Individual results are distributed to parents through delivery or mail. Aggregate results are posted on the district and school websites.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?
   The results will be provided to parents of ELLs and posted on the district's website.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

8. How will the school inform families and the community of the school's disaggregated assessment results?
   Aggregate results are posted on the district and school websites.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?
   The Schoolwide Plan is developed using parent survey information and established through meetings of the School Leadership Committee that has parent membership on it.

10. How will the school inform families about the academic achievement of their child/children?
    Individual results are distributed to parents through delivery or mail. In addition, report cards are issued four times a year, progress reports are issued four times a year, and parent conferences are held twice each school year.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?
    The school will use its funds on communications to parents, activity based, information providing events, and collecting survey responses for data analysis.

*Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A		
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)		
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*		

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible